

III. Read Senate Proposition, dated the 23th November 1929, that the results of all University elections be circularised among the Fellows.

Recorded, as this is being done.

IV. Read Senate Proposition, dated the 28th November 1929, that the Senate recommends to the University Council that the names of the candidates successful at any election either to the Senate or from it to any other body either within the University or outside it be published on the next working day after the date (or dates) fixed for the scrutiny of votes and that intimation be given by post on the day of publication to those successful candidates.

Amendment.—

(1) That the words "either within the University or outside it" in line 3 and the words "the date (or dates) fixed for" in line 4 be deleted.

(2) That the word "the" be substituted for the word "those" in the last line.

Resolved that this be not recommended, except in the cases provided for under I above.

K. S. CHANDRASEKHARA AIYAR,
Chairman.

APPENDIX B.

SENATE PROPOSITION XVIII, DATED THE 27TH JULY 1928.

That Economics General and a special subject connected therewith [(out of the four prescribed subjects (g) to (j)] (on page 278 of the Mysore University Calendar for 1928-29, Vol. I) be made compulsory in the course of study for the M.A. Degree Examination in "History, Economics and Political Science," with effect from July 1928, pending the orders of Government on the recommendations of the Re-organisation Committee on degree courses in the University (Section VII of the Report).

The changed arrangement would read as follows:—

Page 277 of the University Calendar for 1928-29, Volume I:—

Para I, line 1—

"General.—Subject (d) and any other *two* to be selected from the following:—"

instead of—

"General.—Three to be selected from the following:—"

Page 278 of the University Calendar for 1928-29, Volume I:—

Para II, line 1—

"Special.—At least one of the subjects (g) to (j) and any other *three* to be selected from the following:—"

instead of—

"Special.—Four to be selected from the following:—"

APPENDIX C.

The N. S. Subba Rao Prize.

This prize was founded by the N. S. Subba Rao Entertainment Committee in token of appreciation of the services of Mr. N. S. Subba Rao, M.A., (CANTAB), BAR-AT-LAW, as a Professor and Principal of the Maharaja's College.

(1) The endowment consists of a sum of Rs. 500 invested as a fixed deposit at 7 per cent (for ten years and renewable at the expiration of each ten year period) in the Mysore Provincial Co-operative Apex Bank, Ltd., Bangalore City.

(2) The interest and the endowment will be utilised for the award of a prize, known as "The N. S. Subba Rao Prize."

(3) The prize shall be awarded at the Annual Convocation to the candidate for the B.A. Honours degree with Economics as the main subject who shall have obtained at the final examination the highest number of marks in Economics, in the six papers that comprise the "Main Group", provided he shall have also obtained not less than 50 per cent of the total marks in that group and shall have qualified for the degree at the first attempt.

(4) In the event of two or more candidates obtaining equal number of marks in any year, the University Council shall have the discretionary power to award it to the most deserving among them.

(5) In the event of the prize not being awarded in any year, the interest shall be added to the corpus of the endowment.

(6) The University Council shall have the power to invest the amount suitably after the period of the present investment is over.

APPENDIX D.

The P. V. Balarama Moorthy Scholarship and Prize.

These were founded by Mr. P. S. Anantha Rao, retired District Excise Officer, Mysore, in memory of his grandson, P. V. Balarama Moorthy deceased.

The endowment consists of a sum of Rs. 2,000 invested in fixed deposit at 6½ per cent in the Mysore Provincial Co-operative Apex Bank, Ltd., Bangalore, for a period of ten years.

and the annual interest thereon shall be utilised for awarding a scholarship and a prize under the following conditions:—

1. A scholarship known as "The P. V. Balarama Moorthy Scholarship" of the value of Rs. 10 per mensem tenable for 10 months in the year shall be awarded to a Brahmin student of Sukla Yajurveda Sakha who passes the Intermediate Examination irrespective of the class in which he passes it and proceeds to a degree course.
2. In the event of there being more than one candidate competing for the scholarship, preference shall be given to the one who obtains the highest percentage of the total marks in the said examination, provided he is poor or is in similar circumstances as others.
3. The scholarship will be tenable for a year and may be continued further if no eligible candidate is forthcoming in the first year degree class and if the progress and conduct of the previous holder are satisfactory.
4. Should no eligible candidates be forthcoming in any year, it shall be lawful for the University Council to award the scholarship to a poor and promising student belonging to any other sect of the Brahmin community who passes the Intermediate Examination and proceeds to a degree course.
5. It shall also be lawful for the University Council to declare at any time that the holder of the scholarship forfeits it, if his conduct or progress is found unsatisfactory.
6. A prize known as "The P. V. Balarama Moorthy Prize" of the value of Rs. 30 in the form of books or equipment for further study shall be given to a Brahmin student of any sect who stands highest in the Intermediate Examination from among the Brahmin candidates from the Intermediate College, Mysore.
7. In the event of the present investment being changed and the annual interest accruing on the endowment fund becoming less, the value of the scholarship and the prize may be fixed in the ratio of 2: 1 with reference to the amount of interest realised.
8. If, in any year, the scholarship and the prize are not awarded for want of eligible candidates as per foregoing conditions, the amount thereof shall be added to the corpus of the fund.

APPENDIX E.

The Gorur Anjaneya Murthi Samaj Prize.

This was founded by Mr. G. S. Ramaswamiyengar, a past student of the College of Engineering, Bangalore.

The endowment consists of a sum of Rs. 500 and the interest thereon will be utilised annually for the award of a prize under the following conditions:—

1. The prize shall be named "The Gorur Anjaneya Murthi Samaj Prize."
2. The prize equal in value to the amount of Interest realised on the endowment shall be awarded annually to a student of the Engineering College, who is successful at the B. E. Degree Examination and who in the opinion of the College Council has shown the greatest aptitude for original work. In case such a candidate is not forthcoming then the prize shall be awarded to a candidate who passes the Second Examination in Engineering (in the Mechanical Branch) and obtains the highest number of marks in Group III of that examination.
3. In the event of there being two or more candidates competing for the prize, in any one year, the College Council shall have the discretionary power to award it to the most deserving of them.
4. In any year in which the prize is not awarded the interest accruing shall be added to the corpus of the fund.
5. The Council of the College of Engineering, Bangalore, shall have power to modify these terms subject to the approval of the University.

APPENDIX F.

The Srinivasa Memorial Scholarships.

Existing conditions.

1. These were founded by Mr. B. S. Krishnaswamiengar, retired District Judge, 3, Seshadri Road, Bangalore, to perpetuate the memory of his most revered father, Mr. B. Srinivasa Iyengar.

2. The endowment consists of a sum of Rs. 2,800 invested in the 6½ per cent Mysore State Loan, and the interest on it will be awarded as one scholarship of Rs. 100 a year and of Rs. 75 a year to *poor Hebbar Srivaishnava* students taking up, respectively, the *M.B.B.S.* and the *L.M.P.* courses in the University Medical College, under the following terms:—

- (i) The scholarships will be awarded to the *poorest* of the applicants and if there are two or more candidates *equally* poor, the most distinguished of them will be preferred. The scholarships will endure for the entire course of the scholar provided he is successful in all the prescribed examinations during his course and his character and conduct are unexceptionable.
- (ii) Any vacancy in the scholarships when the cycle begins, as stated above, may be given to a deserving student if any of the remaining years' classes and any vacancy caused during the course of a scholar by his failure in any of the examinations, or his discontinuance

of his course voluntarily, or his death, will be given to a *then first year* student; or, if there be no such student, to a deserving student in any of the remaining years' classes regard being in every case, *primarily* had to the poverty of the student.

3. The scholarships will not be given to well-to-do students though there may not be poor candidates at all.

4. The interest on the endowment not utilized for want of eligible candidates will be added to the *corpus*, and the interest on the fund so increased will be awarded as scholarships in the ratio of 4 and 3 to the *M.B.B.S.* and *L.M.P.* students, respectively. After the *corpus* of the fund, with the said accretions, amounts to a sum capable of yielding an annual interest of Rs. 350, the unutilized interest for want of candidates for the scholarships will be given away as prizes in equal sums to the candidates who take the first place in the final *M.B.B.S.* and *L.M.P.* Examinations.

5. In the event of the present investment being changed and the annual interest accruing on the endowment becoming less, the value of the scholarships may, if the deficiency is not supplied by the members of the donor's family, be proportionately reduced by the University Council.

APPENDIX G.

The Garudamma Memorial Scholarships.

Existing conditions.

(1) These scholarships were founded by Mr. B. S. Krishnaswamiengar, retired District Judge, 3, Seshadri Road, Bangalore, to perpetuate the memory of his most beloved mother Garudamma.

(1) The endowment consists of a sum of Rs. 6,000 invested in the 6½ per cent Mysore State Loan, and the interest thereon will be awarded as 2 scholarships each of Rs. 187½ a year, to *poor* Hebbar Srivaishnava student taking up the B.E. course in the College of Engineering, Bangalore, under the following terms:—

(i) The scholarships will be awarded to the *poorest* of the applicants in the *First Year* class. If there are more than two candidates *equally poor*, the most distinguished of them will be preferred. The scholarships will endure for the entire course of the scholars, provided they are successful in all the prescribed examinations during their course and their conduct and behaviour are unexceptionable.

(ii) The scholars may, in the second year, select any branch they may consider best for them, subject to the rules regarding that selection.

(iii) Any vacancy in the scholarships (i) *when the cycle begins* as stated in para. (i) above, may be given to deserving students in any of the remaining 3 years' classes and (ii) *during a scholar's course* owing to his failure to secure promotion or voluntary discontinuance or death, will be given to a *then first year* student and if there is no such student, to a student in any of the three remaining classes, as under (i) above, regard being, in every case *primarily* had to the *poverty* of the student.

(iv) The scholarships will not be awarded to well-to-do students though there may be no *poor* candidates at all.

(3) Interest on the endowment not utilized for want of eligible candidates for the scholarships, under the said conditions, will be added to the *corpus* of the endowment fund, till that corpus with the said accretions amounts to a sum capable of yielding annually an interest of Rs. 600 and that after that limit is reached the unutilised interest on the fund should be given as prizes in equal sums to the candidates who take the first place in the final examination (B.E. Degree) in Engineering in the Civil, Mechanical or Electrical Branch.

(4) In the event of the present investment being changed and the annual interest accruing on the endowment fund becoming less, the value of the scholarships may, if the deficiency is not supplied by the members of the donor's family, be proportionately reduced by the University Council.

APPENDIX H.

Senate Proposition XXXVII, dated the 4th April 1930.

That Ordinance 55 (pages 3 and 4 of the Supplement to Vol. I of the Calendar for 1928-29) be amended as follows:—

In (iii) (a) *omit* the words "degree or" in line 4 and *add* the following under (iii) —

"(e) For students taking up the I.Sc. preparatory to Engineering, 50 per cent of the aggregate marks in Elementary Mathematics, Elementary Science and Additional Mathematics.

(f) For students taking up the I.Sc. preparatory to Medicine, 50 per cent of the marks in Elementary Science."

Resolution of the Senate:—

Resolved that the Proposition be referred to the University Council for opinion.

Council Resolution, dated the 24th June 1930.—

Resolved that the Proposition be referred to the Faculty of Engineering and Technology, and to the Faculty of Medicine for opinion.

APPENDIX I.

Detailed Courses of Study for the B. T. Degree Examination, recommended by the Board of Studies in Teaching.

PRINCIPLES OF EDUCATION.

The need for an adequate Philosophy of Education for India: Problems resulting from the lack of it—Factors to be considered—Historical and Critical Survey of some educational aims—Class-room implications—Education as "Continuous reconstruction of experience."

The traditional kinds of Education—Elementary and Higher—Instrumental and Cultural—Academic and Practical—Vocational and Avocational—Distinction one of degree and not one of kind.

Data of Education: Innate tendencies of the child—Social inheritance—Nature and Nurture—Individual differences and their educational implications.

Function of the School: School and the individual—School and Society—The State and the School.

The subject-matter of Education: Possible criteria of selection—Values derived from him—The demands of the various stages of development—Classification of the materials.

The Curriculum: Principles determining choice and scope. The School studies and their values. Objectives a basis for curriculum construction.

Outcomes of the Educational Process: Habits, skills, ideas, knowledge, meanings, facts, principles, tastes, ideals and attitudes.

Physical Education: Games and Physical exercises—The place of Play in Education—Teaching of personal hygiene.

Moral Training: Corporate life—Personal and non-personal influences—Pupil self-government—Need for special emphasis—Freedom in Education—Sex Education.

Books to be studied.

1. Raymont: Principles of Education (Longmans).
2. Nunn: Education: Its Data and First Principles (E. Arnold).

Books to be consulted.

1. Henderson: Text-book in the Principles of Education (Macmillan).
2. Moore: What is Education? (Ginn & Co.)
3. Bagley and Keith: An Introduction to Teaching (Macmillan).
4. Bode: Modern Educational Theories (Macmillan).
5. Kilpatrick: The Foundations of Method (Macmillan).
6. Dewey: Democracy and Education (Macmillan).
7. Bagley: Educational Values (Macmillan).
8. Welton and Blandford: Moral Training through School Discipline (University Tutorial Press).
9. Findlay: Foundations of Education—Vols. I and II (University of London Press).

EDUCATIONAL PSYCHOLOGY.

Introductory: The biological background of Education. The meaning of Heridity in relation to Education (Reference. Sandiford pages 13—49). The ideals and aims of education considered from the psychological standpoint.

(Character Education: The Education of the basic impulses of curiosity, fear, anger, appeal, parental protection, sex, herd, play, and laughter, (Reference. Mc.Dougall pages 127-176; Bertrand Russel pages 69—167; and Watson pages 29-78). Problems of Discipline, authority and punishment considered from the Psychological standpoint. Suggestion and the unconscious elements affecting the conduct of school children (Reference. Green Psycho-analysis in the class room).

Cognitive Education: Favourable conditions for securing *Attention* and *Interest*. Economical methods of *Learning* for retention and recall. The Cultivation of effective habits of *Thinking*. (Reference. Ward pages 74-95; Dewey pages 14-45; 157-183)

Psychology of School Subjects: The Psychology of Language—Teaching. (Reference. Ballard Teaching the Mother Tongue). Psychology of Mathematics. (Reference. Ballard Teaching and the Essentials of Arithmetic).

Psychology of Mathematical Sciences. Psychology of Biological Sciences, (Reference. Judd pages 71-100: 325-357).

Books to be studied.

1. Sandiford: Educational Psychology.
2. Ward, J.: Psychology applied to Education.
3. Russel, B.: On Education.

Books to be consulted.

1. Gast and Skinner : Readings in Educational Psychology.
2. Watson : Psychological care of the Infant and Child.
3. Dewey : How we think.
4. Judd : Psychology of Secondary Education.
5. Parker : Methods of Teaching in High Schools.
6. McDougall, W. : Outlines of Psychology.

METHODS OF TEACHING PARTICULAR SUBJECTS.

A. LANGUAGE.

1. Aims of Language Teaching :—
 - (a) Learning of content and Linguistic elements,
 - (b) Development of Linguistic appreciation,
 - (c) Development of æsthetic appreciation,
 - (d) Development of expression.
2. Methods of Teaching the Vernacular with special reference to Reading and Expression—Oral and Written.
3. Methods of Teaching English :—
 - (a) The Direct Method,
 - (b) The Translation Method,
 - (c) The Comparative Method,
 - (d) West's "New Method."
4. Methods applicable to the Teaching of English in different grades of schools.
5. Methods appropriate to the teaching of the various branches of Language, Poetry, Prose, Grammar and Composition.
6. Teaching appliances and their uses.

B. HISTORY.

1. Meaning of History.
2. The aims of teaching History :—
 - (a) Knowledge and search for Truth,
 - (b) Development of Civic and National Consciousness,
 - (c) Development of Historical Imagination,
 - (d) Development of Political Insight,
 - (e) Development of Critical and Ethical Judgment.
3. Methods of teaching History and their comparative values :—
 - (a) Chronological Method,
 - (b) Retrospective Method,
 - (c) Concentric Method,
 - (d) Biographical Method,
 - (e) Source Method,
4. Appropriateness of different methods in different grades of schools.
5. Teaching appliances and their use.

C. GEOGRAPHY.

1. Meaning of Geography.
2. The aims of teaching Geography :
 - (a) Knowledge of man's physical and social environment.
 - (b) Man's adaptation to and reconstruction of the environment.
3. Different branches of Geography :
 - (i) Physiographical.
 - (ii) Political.
 - (iii) Economic and Commercial.
4. Methods of Teaching :
 - (a) Observational Method,
 - (b) Descriptive Method, and
 - (c) Regional Method.
5. Appropriateness of different methods in different grades of schools.
6. Teaching appliances and their use.

D. MATHEMATICS.

1. Aims of teaching Mathematics :
 - (a) Practical,
 - (b) Cultural,
 - (c) Formal.
2. The place of Mathematics in Sciences :

3. The distinctive characteristics of the different branches of Mathematics.
4. Methods of Teaching:
 - (a) The Deductive and the Inductive,
 - (b) The Analytical, and
 - (c) The Practical and the Graphic.
5. Appropriateness of the different methods in different grades of schools.
6. Teaching appliances and their use.

E. SCIENCES.

1. The meaning of Science.
2. Aims of teaching Sciences:
 - (a) Precision of knowledge,
 - (b) Scientific attitude and habit of mind, and
 - (c) Cultural value.
3. Unity of Sciences.
4. Methods of Teaching:
 - (a) The method of experiment, observation and inference,
 - (b) Demonstration and Practical Laboratory Method, and
 - (c) Heuristic Method.
5. Laboratory—its equipment and management.
6. Apparatus and their use.

LIST OF BOOKS TO BE STUDIED.

General.

Judd: Psychology of High School Subjects (Ginn & Co.)
 Davis: Technique of Teaching (Macmillan & Co.)

English.

M. West: Language in Education.
 Wyatt: Teaching of English in Indian Schools.

Science.

F. W. Westway: Science Teaching.
 What it was, What it is and What it might be (Blackie).
 Brown: Teaching of Science.

Mathematics.

D. E. Smith: Teaching Elementary Mathematics.
 Lanslaw: Teaching Mathematics.

History.

Bourne: Teaching History and Civics.
 Johnson: Teaching of History.

Geography.

Redway: The New Basis of Geography.
 Dudley Stamp: How to teach Geography in the Schools of India.

BOOKS TO BE CONSULTED.

General.

Parmer: Methods of Teaching in High Schools (Ginn)
 Wellton: Principles and Methods of Teaching (Tutorial)
 Cock: Practical Hints for Junior Teachers (Longmans)
 Kendell: How to teach Special subjects (Houghton)

English.

D. Jones: English Phonetics.
 Chubb: Teaching of English.
 Report of Departmental Committee—Teaching of English in England: H. M.
 Stationery Office.

Science.

A. Wolf: Essentials of Scientific Method.
 Smith and Hall: Teaching of Physics and Chemistry.

Mathematics.

Pondon: Stories about Mathematics Land (Dent & Co.)
 Thorndike: Psychology of Arithmetic.

History.

Maitland: Teaching of History.
 Rushbrook Williams: Handling of Historical Material.
 H. W. Caldwell: Sources Method of Teaching History in High Schools.
 H. B. George: Relation of Geography in History.

Geography.

Kind: Methods and Aids in Teaching Geography.
 McMurry: Special Method in Geography.
 Seikie: Teaching of Geography.

COMPARATIVE STUDY OF EDUCATIONAL SYSTEMS.

1. INTRODUCTORY.

The 19th Century remarkable for the growth of national systems of education. The aim of a national system of education. Reasons for the study of foreign educational systems. Survey of Pre-British indigenous education in India. Makhtabs, Patasalas, Mutts and Madrasas—History of British Education in India. The problem of a national system of education for India.

2. EDUCATIONAL ADMINISTRATION.

Central and local control of education. Advantages and disadvantages.

India.

(a) Central control: Present educational administration. Diversity of educational practices in the various Provinces. Uniformity in certain respects—Centralization of control within each Province—Education, a "transferred subject"—The Minister of Education—The Director of Public Instruction—The Inspectorate—their functions and powers.

(b) Local control: Municipalities, District and Taluk Boards—Village Panchayets—their powers and responsibilities—District Educational Committees.

England.

(a) Central control: The Board of Education—its organisation and function—the Consultative Committee—the Department of Special Enquiries and Reports.

(b) Local control: The Local Education Authority—Borough and County Councils—Educational Committees—Local Officers—Adjustment of Control and Local authority.

United States of America.

Decentralization—The Bureau of Education—its function—tendencies towards centralisation within each State.

Germany.

Centralisation within the constituent States of the Republic—The Minister of Education—Organisation of the Inspectorate—Local Bodies and Officers of Administration.

Japan.

Centralised control under the Ministry of Education—The Bureau and the Inspectorate.

(3) EDUCATIONAL FINANCE.

The financial arrangements between Central and Local Authorities and the powers of Local Authorities in the matter of levy of education cesses (or rates).

4. EDUCATIONAL ORGANISATION.

(a) *General Outstanding Characteristics.*—Diversity of Practices in England. England more a political than a social democracy—Democratic system of education in the U.S.A. The common educational school. Education free and secular. Its practical character. Democratic tendencies in post-war German Education. The Grund-schule. Unification of types. Successful adoption of Western educational ideals and methods in Japan. System adapted to the needs and genius of the people. India an instance of an oriental country in a state of transition.

(b) *Elementary Education.*—India—Problem of illiteracy and "Educational Mortality" Compulsory Education-Gokhale's Bill. Difficulties of enforcement. Present state of legislation and practice in various areas.

Aim, organisation, curriculum, staff, methods and tendencies of elementary education in India, Japan, Germany, England and the United States of America.

(c) *Post-Elementary Education.*—India: Attempts to provide this education—Senior Vernacular or Higher Elementary Schools in some provinces. Need for greater development. Present tendency of all elementary education leading to secondary education to be an end in itself.

Post Elementary Education in other lands. The Higher Elementary and Central Schools of England; The Mittelschule of Germany; and the advanced Elementary Schools of Japan.

(d) *Secondary Education.*—India—Present organisation of Secondary Education. Uniformity of type. Problems of Indian adolescence. Need for diversity of institutions according to the resources of the land and the tastes of youth. Introduction of vocational courses; aim, organisation, curriculum, staff. Methods and tendencies of Secondary Education. Special problems: Medium of Instruction—Sex and Religious Education.

England.—The Public Schools, Grammar Schools, Municipal or Council Schools, and Private Secondary Schools.

Germany.—The Gymnasium. Real-Gymnasium, Oberrealschule, Aufbanschule and Dentsch Obeschule.

United States of America.—The Junior and Senior High Schools.

Japan.—The Middle and High Schools.

(e) *Women's Education.*—India: Problems of Women's Education. Prevailing illiteracy. Effect on society. Signs of awakening. Present attempts to improve Women's education. Ideals of Indian Womanhood. Aim, organisation, curriculum, staff, methods and tendencies in Women's education.

Women's Education in other lands—Development of higher education. Facilities in England. The Lyzeum and Ober Lyzeum in Germany. Co-Educational Universities and training colleges in the United States. Similar developments in Japan.

(f) *Vocational and Technical Education.*

India.—The literary and non-practical character of Indian education. Conclusions of the Industrial and Agricultural Commission Reports. The Sadler and Hartog Committee recommendations. Need for, and difficulties of Vocational Education.

England.—Continuation Schools, Trade Schools, Polytechnics, etc.

Germany.—Technical Schools of all grades including the Fortbildungsschule Fachschulen and Hochschulen.

United States of America.—Commercial, Industrial and Agricultural Schools. Vocational and pre-vocational Training. Evening and Day Schools.

Japan.—Various grades of technical schools. Classes A. and B. Higher Technical Schools in Agriculture, Engineering, Technology, Commerce and Navigation.

(g) *Teacher Training.*

India.—Post-Graduate and Under-Graduate training. Normal Schools and Training Colleges. Increased demand for trained teachers everywhere. Experimental methods in training institutions.

(h) *Adult Education.*—Continuation Schools—Day and Evening—in England, America, Germany and Japan. Their aim, content and organisation. The problem in India with special reference to method of rapid literacy, text-books, visual instruction, etc.

(i) *New Educational Tendencies and Experiments.*—Attempts to follow up the methods and investigations of the West.

England.—The Monitorial system. The pupil-teacher system. The Bursar. The Student-Teacher. The College and University trained teachers. Refresher Courses.

Germany.—Elaborate and thorough training of Elementary and Secondary school teachers. The Seminar.

United States of America.—The Normal Schools and the Training Colleges of Universities. Summer Courses. Similar arrangements in Japan.

Books to be studied.

1. Zia Uddin Ahmad: Systems of Education.
2. P. Sandiford. (Editor): Comparative Education.
3. R. Masood: The Educational System of Japan.

Books to be consulted.

1. F. W. Roman: The New Education in Europe.
2. A. Mayhew: The Education of India.
3. Year-books of the International Institution, Columbia University.
4. Van Doren: Experiments in Rural Education.
5. M. Olcott: Village Schools in India.
6. S. V. Venkateswara Ayyar: Indian Culture.
7. Hartog Committee Report.
8. Lajpat Rai: National Education in India.

CLASS-ROOM TECHNIQUE AND SCHOOL ORGANISATION.

School Organisation.—Head Master and his duties—staff meeting—time-tables—classification and promotion—class records—improvement programmes.

Material Conditions.—School buildings—Class-room—light, shape and size—Desk and Bench—Wall and decorations—Library—Playgrounds.

School Hygiene.—Medical Inspection—Preventible and contagious diseases—First Aid—Games and Physical Exercises.

Process of Teaching.—General principles of teaching and learning. Framing of courses—Teaching Units—Lesson plans and notes of lessons—Types of lessons—Phases of instructions.

Devices of Teaching.—Text-books—Uses and abuses—Collateral reading—Questions and answers—Examinations. Illustrations—Note books.

Morale.—Rewards and punishments—Pupils' Self-Government—Clubs and other student activities—*Esprit de corps.*—Parental co-operation—Games.

The Teacher.—Qualifications, Professional etiquette—Relation to pupils, colleagues and inspectors—Professional attitude—Organisation and supervision of the school office and maintenance of records. Nature and purpose of inspection.

Books to be studied.

1. Morrison: Practice of Teaching in Secondary schools.
2. Strayer: A Brief course in the Teaching Process (Macmillan).

Books to be consulted.

1. Raymont: Principales of Education (Longmans)
2. Davis: The Technique of Teaching (Macmillan)
3. Waples: Procedures in High School Teaching (Macmillan)
4. Stormzand: Progressive Methods of Teaching (Macmillan)
5. Bagley: School Discipline (Macmillan)
6. Bagley: Class Room Management (Macmillan)
7. Dewey: Moral Principles in Education (Macmillan)
8. West: Indian School Organisation and Inspection (K and J Cooper, Bombay)
9. Bray: School Organisation (University Tutorial Press)
10. Johnson: Administration and Supervision of the High School (Ginn & Co.)
11. R. A. Lysher: The Hygiene of the School (Tutorial).

MENTAL AND EDUCATIONAL MEASUREMENTS.

Introductory.—Inaccuracies in the present system of school marking and in teachers' estimates of intelligence and character. Value of tests for the teacher. Some simple statistical concepts and devices, e.g., measure of central tendency, variability and correlation.

Mental Measurements.—Tests of general ability—Methods of administering, valuing, tabulating and interpreting—Individual, Group, Performance, and Pre-School tests of intelligence

Principles of test construction.—Limitations of intelligence tests—Nature of intelligence—Its growth and maturity—Is Intelligence innate? Scales of Personality traits and Objective tests of character trends. Vocational tests of Scientific, Mathematical, Musical, Mechanical, Clerical and Manual abilities.

Educational Measurements; Methods of administering, valuing, tabulating and interpreting tests of—Reading, Writing, Spelling, Vocabulary, Grammar, Composition and Arithmetic.

Tests of attainment in Content subjects—Sciences, Mathematics, History and Geography. Principles of Educational test construction: establishment of Norms and Standards. The value and the limitations of the new examination methods.

Books to be studied.

1. Ballard: Group Tests of Intelligence
2. Symonds: Measurements in Secondary Education.
3. Gessel: Infancy and Human Growth.

Books to be consulted.

1. Ballard: Mental Tests.
2. Ballard: New Examiner.
3. Monroe: Measuring Results in Teaching.
4. Lovine and Marks: Testing Intelligence and Achievement.
5. Drever: Performance Tests of Intelligence.

"Copies"

V. GOPALASWAMI AIBNGAR,
Registrar.